
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Educational Technology Report

Wednesday, February 04, 2009

Entity: Bellwood-Antis SD
Address: 400 Martin Street
Bellwood, PA 16617-0069

Mission

Success is the only Option.

Vision

The Bellwood-Antis School District Planning Team has selected the following indicators based on Standards Aligned Systems and Effective Schools Research to measure our performance and guide our vision:

- **Leadership -- Student Achievement focused leadership**
- **Instruction — Quality Teaching and facilitating learning**
- **Curriculum — What students need to know and be able to do to achieve**
- **Assessment — Student success is measured and how the school system is held accountable**
- **Resources — Use of technology, facilities and other instructional needs used to customize and increase learning**
- **Standards — Expectations for success and achievement**
- **Interventions — Response to Intervention; Student Assistance; After School and Summer Programs**

Effective Schools Correlates

- “ Clear and Focused Mission
- “ Instructional Leadership
- “ Opportunity to Learn and Student Time on Task
- “ Frequent Monitoring of Student Progress
- “ Home-School Relations
- “ Climate of High Expectations for Success
- “ Safe and Orderly Environment

Shared Values

Core Values

Successful people demonstrate character and act on the following values:

- Trustworthiness — They keep promises, fulfill commitments, and abide by the spirit as well as the letter of an agreement.
- Loyalty — They support friends and their profession in good times and bad times on the basis of positive values.
- Fairness — They treat other people fairly, with respect, tolerance, acceptance, and equity.
- Compassion — They show compassion for the well being of others and their environment through acts of caring, generosity, kindness, and service.
- Citizenship — They contribute to the well being of their communities (both locally and globally) as responsible citizens acting in positive and creative ways.
- Work Ethic — They strive for excellence, taking pride in their work, always giving their best efforts, persevering in spite of adversities, reflecting on the results of their efforts and applying what they've learned to new endeavors.
- Integrity — They understand, consider, and accept the impact and consequences of personal actions and decisions.

The Educational Beliefs of the Bellwood-Antis School District...

About Educators and Teaching, we believe that:

- Educators must be passionate about their subjects and compassionate toward students.
- Educators embrace all aspects of professionalism and the “Educators Code of Ethics.”
- Effective educators set high and realistic expectations for all students.
- Future-focused educators provide opportunities for all students to become self-directed learners.

About Students and Learning, we believe that:

- All students possess the ability to learn.
- All students possess a natural desire to learn through being engaged.
- Students learn best when the learning is relevant and rigorous.
- Students learn in different ways and at different rates.

About Learning Communities, we believe that:

- A learning community extends beyond the walls of school buildings.
- Education is a learning community responsibility.

- A learning community nurtures learning as an ongoing journey for everyone.
- The community that values education prospers.

Needs Assessment

Reflections

There are currently no reflections selected for this section.

All organizations require the ability communicate, collaborate, create and change. The district communicates well to parents ,staff and students with existing email, stuent grade portal, and voicemail. However we need to move beyond communication and into the realm of collaboration, utilizing the tools of the 21st century. Currently the distict utilizes a teacher/student/parent grade portal that is effectively utilized by all stake holders. The districts current need is to utilize:

- Enhanced collaboration tools (such as Microsoft ShaerPoint server)
- Improved voicemail tool to deliver voice messages in a timely and efficeint manner.
- Act 48/Inservice accounting software that effciently tracks and schedules inservice time and acreditation (MyLearningPlan)
- Cyber-School curriculum (Plato Learning) to meet the needs of diverse learners

Classrooms for the Future implications to the needs assessment

The Bellwood-Antis District has committed to enhancing the existing network by providing a seamless wireless infrastructure that will support future technology beyond the initial perception of mere convenience. A wireless infrastructure will support classroom and curricular changes that allow for all students to interact with district network resources that deliver multimedia content, Internet access and the ability to demonstrate skills mastered in authentic assessment situations with ease and freedom of movement in the educational environment. Students will utilize laptops in a wireless environment to master the technology necessary to compete in tomorrow's educational and employment worlds. Wireless technology will provide the bridge between human and technological resources to expand education beyond the physical confines of the traditional classroom. As a Year 3 school in the Classrooms for the Future Grant, the district will deploy 12 interactive whiteboards, 12 projectors, 12 student laptops, 53 student laptop and various peripherals in accordance to the grant guidelines.

Assessment of Telecommunication Services, Hardware, software and Other Services

Technology	Description	Lifespan
TADIRAN CORAL	Private local branch exchange	Foreseeable future
Internet Circuit	20Mb synchronous SONET internet circuit provided by Layer 3 Communications	Foreseeable future
NEXTEL/Sprint Cellular phones	Multiple NEXTEL PTT phones and Blackberry devices for enhanced communication between key district personnel	Foreseeable future with a migration from Blackberry devices to Windows Mobile devices to integrate better with the district technology infrastructure.
MyLearningPlan	Tracking of Act 48 hours awarded by the district,	Foreseeable future

AESOPOnline	conferences and professional development Management of professional absences.	Foreseeable future
Compass Learning Odyssey	Diversification and customization of student learning K-6	Foreseeable future
PLATO Learning	Online curriculum for alternative education and cyber-school learners	Foreseeable future
ProgressBook	Online student grade book and parent informational portal	Foreseeable future
Scholastic Keys	Provides a student appropriate interface to commercially available productivity software	Foreseeable future
Microsoft Office	District-wide productivity software used by students and staff	Foreseeable future
SharePoint	Collaboration software utilized by staff	SharePoint to be expanded to be a community collaboration site for all district stakeholders
Microsoft Exchange	District-wide communication software	Foreseeable future
Webpage	Communication to community	Slated to be replaced by an expanded SharePoint presence.
Turnitin.com	Anti-plagiarism software to validate HS student work originality.	Foreseeable future
Discovery Learning	Streaming media for curriculum enhancement	Foreseeable future
Accelerated Reader	Motivational/tracking software for elementary reading comprehension. Grades 1-4	Foreseeable future
Microsoft Forefront	Antimalware software	Foreseeable future
SAMS 2003	Microsoft Office Testing Software Grades 9-12	Foreseeable future
Terrapin Logo	Programming Language for Grades 5-8	Foreseeable future
uCMC Voicemail Client	Staff Voicemail Software	Slated to be replaced with Live Communication Software
Computing Environment	Pentium 4 hyper threading or multiple core processors and windows XP SP3 operating system (minimum)	Upgraded on a continual basis
Study Island	PSSA remediation software. Grades 9-12	Foreseeable future
Foresight	Benchmark assessment testing and analysis software	Foreseeable future
PIMS	State mandated data warehouse	Foreseeable future
School Messenger	Internet/Phone based communication service to rapidly communicate with district stakeholders	Foreseeable future

Goals and Strategies

Goal: Improving Content Area Knowledge

Description: Professional staff will continuously seek to improve their knowledge of the subject or subjects that they teach.

Strategy: Technology

Description: All personnel will be engaged in continuous professional development designed to update their skills on the latest technological hardware, software, and the instructional potential of on-line learning opportunities.

Activity: Classrooms for the future

Description: All teachers, administrators, and para-professionals will receive training on the use of teaching strategies and use of the most modern technological devices offered through the CFF grant.

Person Responsible	Timeline for Implementation	Resources
Thomas Otto	Start: 8/25/2008 Finish: 6/7/2009	\$83,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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1.00	4	30
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Bellwood-Antis School District	• School Entity	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Teaching techniques to engage students in learning while using technology.		<i>For classroom teachers, school counselors and education specialists:</i>
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- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a

variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • High school (grades 9-12) 	<ul style="list-style-type: none"> • Science and Technology

Follow-up Activities

Evaluation Methods

- | | |
|---|---|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Classroom student assessment data • Participant survey • Review of written reports summarizing instructional activity |
|---|---|

mentoring

Status: Not Started — Overdue

Activity: Integrate Technology in Classes

Description: Staff will receive professional development on innovations of methods to actively engage students in learning by using technology.

Person Responsible Timeline for Implementation Resources

Thomas Otto	Start: 1/1/2009 Finish: Ongoing	\$800,000.00
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Status: Not Started — Overdue

Budget

Potential Funding Distribution

Funding Source	2009-2010	2010-2011	2011-2012	Total
010 - ADMINISTRATIVE BUDGET	\$160,000.00	\$160,000.00	\$160,000.00	\$480,000.00
Grand Total	\$160,000.00	\$160,000.00	\$160,000.00	\$480,000.00

Goal: Improving Content Area Knowledge

Professional staff will continuously seek to improve their knowledge of the subject or subjects that they teach.

Technology	2009-2010	2010-2011	2011-2012	Total	Funding Source
Integrate Technology in Classes	\$10,000.00	\$10,000.00	\$10,000.00	\$30,000.00	010 - ADMINISTRATIVE BUDGET
Integrate Technology in Classes	\$150,000.00	\$150,000.00	\$150,000.00	\$450,000.00	010 - ADMINISTRATIVE BUDGET
Subtotal	\$160,000.00	\$160,000.00	\$160,000.00	\$480,000.00	
Grand Total	\$160,000.00	\$160,000.00	\$160,000.00	\$480,000.00	

Staff Development

Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators.

Teachers:

1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

Teachers:

- a. promote, support, and model creative and innovative thinking and inventiveness**
- b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources**
- c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes**
- d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments**

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2. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.

Teachers:

- a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity**
- b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress**
- c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources**
- d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching**

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3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

Teachers:

- a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations**
- b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation**
- c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats**
- d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning**

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4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

Teachers:

- a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources**
- b. address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources**
- c. promote and model digital etiquette and responsible social interactions related to the use of technology and information**
- d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools**

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5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

Teachers:

- a. participate in local and global learning communities to explore creative applications of technology to improve student learning**
- b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others**
- c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning**
- d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.**

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Monitoring

Appropriate use of technology will be defined by the bullet points below:

- Technology provides usefulness and utility beyond the immediate need.
- Technology is not acquired for “technology’s sake.”
- Technology is only one method of management, delivery or instruction. It does not replace all other methods or avenues.
- Technology refines and empowers.
- Technologies are not pursued as a purchase and forget action. Technology has a lifespan that must be monitored for appropriate, timely and responsible deployment and replacement.
- All new technology is a logical outgrowth of existing technology or includes appropriate teacher and staff training and support.
- Technology provides an anytime, anywhere capability.
- The acquisition of technology should be based on sound business models to deliver a cost effective and robust solution.
- Technology should be flexible and available for re-purposing as required.
- Technology should be unobtrusive and familiar.

The responsibility of monitoring the use of technology is primarily the responsibility of the District Technology Coordinator. However specific grants, such as Classrooms for the Future specify guidelines for monitoring. Any monitoring of technology not specifically outlined by a grant or other program will be conducted quarterly by the district technology coordinator by survey and observation.

Evaluation

Classrooms for the Future will be evaluated by the guidelines set forth under the grant stipulations. If any other grant opportunity arises, the evaluation will be in accordance with the

grant stipulations. All other evaluation of technology will occur on the academic quarter utilizing surveys and interviews with stake holders.